

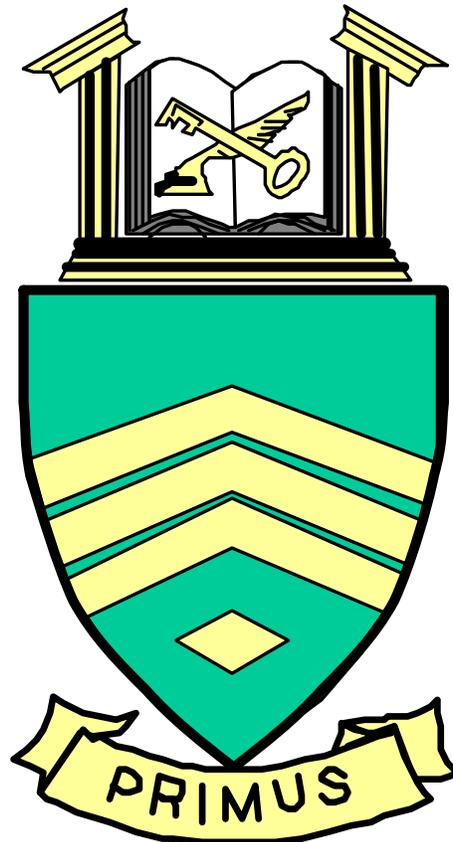
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

T654

OCT 03

LONG AND SHORT RANGE PLANNING

TRAINING SUPPORT PACKAGE



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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	T654 / LONG AND SHORT-RANGE PLANNING
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	T654, Long and Short Range Planning, MAY 01
TSP Users	400-521-SQIM, Phase II, Resident 400-521-SQIM, Phase II, (DL)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i> . Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to: COMDT USASMA ATTN ATSS-DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002 Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

800-400-6AAB

Plan battle focused training at the company level.

This TSP
Contains

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**LONG AND SHORT RANGE PLANNING (FSC RESIDENT)
T654 / Version 1
01 Oct 2003**

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 400-521 SQIM	<u>Version</u> 1	<u>Course Title</u> First Sergeant Course - The Army Training System (FSC - TATS)
Task(s) Taught(*) or Supported	<u>Task Number</u> <u>Individual</u> 800-400-6AAB (*)	<u>Task Title</u> Plan battle focused training at the company level.	
Reinforced Task(s)	<u>Task Number</u> 800-400-AAAP 878-400-5ABX 878-400-7AAQ 878-400-7AAR 878-400-7AAS 878-400-7AAT 878-400-7AAU 878-400-AAAQ	<u>Task Title</u> Conduct battle focused training. Develop a unit mission essential task list (METL). Prepare the battalion (company) individual training portion of the quarterly training briefing (QTB). Advise the commander on the status of individual and unit training. Assess individual training to support the battalion (company) mission essential task list (METL). Manage training distracters. Implement the battalion (COMPANY) noncommissioned officer development program (NCODP). Conduct an after action review.	
Academic Hours	The academic hours required to teach this lesson are as follows:		
	<u>Resident Hours/Methods</u>		
	1 hr	/ Conference / Discussion	
	2 hrs	/ Role Playing	
Test	0 hrs		
Test Review	0 hrs		
	Total Hours:	3 hrs	
Test Lesson Number	Testing (to include test review)	<u>Hours</u> 3	<u>Lesson No.</u> E653
Prerequisite Lesson(s)	<u>Lesson Number</u> T651	<u>Lesson Title</u> TRAIN A COMPANY OVERVIEW	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 350-41	TRAINING IN UNITS	19 Mar 1993	Appendix B
FM 25-101	BATTLE FOCUSED TRAINING	30 Sep 1990	

Student Study Assignments

Before class--

- Read Advance Sheet.
- Read FM 25-101, Chapter 3, and Appendixes A and F.
- Read PE-1, and prepare QTB slides.
- Read Extract of AR 350-41, Appendix B.

During class--

- Participate in classroom discussion.
- Complete PE-1.

After class--

- Review classroom notes and materials.
- Return recoverable materials to the instructor.

Instructor Requirements

1:14, Special Qualifications-FSC grad; served as 1SG; ITC, SGITC, and VTT-ITC (VTT only) qualified.
 1:16, At USASMA VTT site for Distance Learning (DL).

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad; served as 1SG; ITC, and SGITC qualified. (Enlisted)	1:16	2	3 hrs

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:14	1:1	N	1	N
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	N	1	N
FSC-10 INFOCUS LCD PROJECTOR	1:14	1:1	N	1	N
FSC-11 PROJECTION SCREEN	1:14	1:1	N	1	N
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	N	1	N

FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	N	1	N
FSC-4 TV MONITOR 32 INCH	1:14	1:1	N	1	N
FSC-6 WINDOWS OS, MICROSOFT INTERNET EXPLORER, MSOFFICE, FTP SITE SOFTWARE	1:14	1:1	N	1	N
FSC-7 VIEWGRAPH OVERHEAD PROJECTOR	1:14	1:1	N	1	N
FSC-8 WHITE BOARD	1:14	1:1	N	1	N

**Materials
Required**

Instructor Materials:

- Visual Aids (VGT): 12.
- TSP.
- FM 25-101.
- Extract of AR 350-41, Appendix B.

Student Materials:

- Extract of AR 350-41, Appendix B.
- FM 25-101.
- Pen or pencil and writing paper.

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

1 day prior to the start of class.

- Read all TSP material.
- Issue PE-1 and assign individual QTB roles to selected students.
- Class size may require the instructor to adjust the class timeline.
- Conduct this lesson using the Small Group Instruction method.

During class--

- Remind the students about the mission.
- Tell students without QTB roles that they must assist the QTB chain of command (PE 1) with the development of the QTB.
- Conduct class in accordance with the Training Support Package (TSP).
- Ensure students share experiences that relate to the material, if any.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

-
- Use the questions provided to generate discussion among the students at the different sites.

After class--

- Report any lesson discrepancies to the Senior Instructor.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Santa Barbara, Robert	GS-9	Training Specialist	
Graham, Kevin L.	MSG	Course Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
Technique of delivery: Small Group Instruction (SGI)
Instructor to Student Ratio is: 1:14
Time of Instruction: 5 mins
Media: VGT-1

Motivator

SHOW VGT-1, PLANNING

PLANNING

- Long-range planning
- Near-term planning (discussed in T655 only)
- Short-range planning
- Preparation for training

T654D003/VGT-1

Ref: FM 25-101, chap 3

Planning is a centralized process that aligns training priorities with wartime requirements, and links the unit METL to the execution of battle focused training. The planning process consists of defined long-range, short-range, and near-term planning to discipline the process and ensure that the unit meets resource windows. In the next three hours, we will examine how leaders plan training based on the unit METL.

REMOVE VGT-1

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Analyze the requirements for long and short-range planning.
Conditions:	As a first sergeant in a classroom environment, given FM 25-101.
Standards:	Analyzed the requirements for long and short-range planning IAW FM 25-101.

Safety Requirements

None

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

At the end of this module you will receive a written, objective examination. It will test your learning of the objectives from this and other lessons. You must correctly answer at least 70 percent (28 out of 40) of the questions to receive a GO.

**Instructional
Lead-In**

During the next three hours we will discuss how the planning process begins with the commander's assessment of the proficiency of his unit on each METL task. The planning process incorporates strategies, specific dates, and resources to fit required training events and activities to improve or sustain the unit's proficiency on each METL task.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the long-range planning process.
CONDITIONS:	As a first sergeant in a classroom environment, given FM 25-101.
STANDARDS:	Identified the long-range planning process IAW FM 25-101.

1. Learning Step / Activity 1. Long-Range planning

Method of Instruction: Conference / Discussion
 Technique of delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:14
 Time of Instruction: 20 mins
 Media: VGT-2 thru VGT-3

NOTE: Divide the class into three groups, assign them one of the three enabling learning objectives (ELO). For VTT training, designate each site as a group. The briefing must be in their own words, no reading, and examples must be a part of the briefing. Ensure the discussion covers the main idea of each paragraph.

At this time, I will divide you into groups. Each VTT training site will represent a single group. You are to discuss and prepare a briefing on one of the three enabling learning objectives (ELO). Record the key points and prepare a briefing to present to the other training groups. You will have ten (10) minutes to discuss your assigned topic. During that time, you are to elect a group spokesperson to present your discussion points. Each group will have ten (10) minutes to present each of their material to the rest of the class. The briefing must be in your own words, no reading, and you must give examples of how your unit or you engage at this level of war.

NOTE: Briefing responsibility. Allow group 1 to brief their assignment.

<u>Prep for Briefing</u>		<u>Instructor</u>	
ELO A	Identify the long-range planning process	Group 1	10 min
ELO B	Identify the short-range planning process	Group 2	10 min
ELO C	Identify the quarterly training briefing process	Group 3	10 min

The planning process incorporates strategies, specific dates, and resources to fit required training. The first topic we will discuss is the long-range planning process.

QUESTION: What are the elements of long-range planning?

ANSWER: See VGT-2.

Ref: FM 25-101, p 3-2 thru 3-7

SHOW VGT-2, LONG-RANGE PLANNING



NOTE: Limit student discussion to the following points:

- *Unit Assessment.* The commander's reference for long-range plans. This assessment identifies unit strengths and weaknesses.
- *Commander's Training Guidance.* This guidance and long-range planning calendars give battalion and subordinate commanders time to plan training.

NOTE: Ensure students discuss the difference between Active Component (fig 3-3) and Reserve Component (fig 3-4) long-range planning cycles on p 3-4.

- *Time Management.* Commanders organize training time during long-range planning using the time management system.
- *Planning Calendars.* Graphic depictions of upcoming training.

REMOVE VGT-2

QUESTION: How long is the long-range future planning horizon for an active component battalion/squadron/separate company?

ANSWER: At least one year.

Ref: FM 25-101, fig 3-3, p 3-4

During long-range planning, commanders organize training time using time management systems.

QUESTION: What is the purpose of a time management system?

ANSWER: The purpose of a time management system is to protect training time for subordinate units.

Ref: FM 25-101, p 3-6

We use various types of time management systems throughout the Army.

QUESTION: What are the color-coded time periods for the three-cycle time management system?

ANSWER: See VGT-3.

Ref: FM 25-101, pp 3-6 and 3-7

SHOW VGT-3, THE MANAGEMENT SYSTEM

<p style="text-align: center;">THE MANAGEMENT SYSTEM</p> <p style="text-align: center;">The Three Cycle System:</p> <ul style="list-style-type: none">• Green Period (Prime-Time Training)• Amber Period (Mission)• Red Period (Support) <p style="text-align: right; font-size: small;">T654/Oct03/VGT-3</p>
--

NOTE: Ensure students discuss the cycles of the Green-Amber-Red time management system on pp 3-6 and 3-7, fig 3-6. Briefly discuss the two cycle system and time management for slice units on p 3-6.

REMOVE VGT-3

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the short-range planning process.
CONDITIONS:	As a first sergeant in a classroom environment, given FM 25-101.
STANDARDS:	Identified the short-range planning process IAW FM 25-101.

1. Learning Step / Activity 1. Short-range Planning Process.

Method of Instruction: Conference / Discussion
Technique of delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 10 mins
Media: VGT-4 thru VGT-8

NOTE: Allow group 2 to brief their assignment.

During the short-range planning process, the commander defines the long-range plan in greater detail.

QUESTION: What is the focus of short-range planning?

ANSWER: Short-range planning refines the long-range calendar and defines the broad guidance on training events and activities.

Ref: FM 25-101, pp 3-8 thru 3-27

QUESTION: What are the elements of short-range planning?

ANSWER: See VGT-4.

NOTE: Show VGT-4 as students respond. Limit discussion to the key points of each element. Discuss figures 3-7 thru 3-22, explaining the difference between the Active and Reserve Components planning and training assessments.

SHOW VGT-4, SHORT-RANGE PLANNING

SHORT-RANGE PLANNING

- **Training Assessment**
- **Risk Assessment**
- **Commander's Guidance**
- **Multiechelon Training**
- **Planning Calendar**
- **Training Briefing**

T654/Oc03/VGT-4

REMOVE VGT-4

The short-range planning process begins with a detailed training assessment of the unit's current proficiency on each METL task.

NOTE: Ensure students refer to FM 25-101, fig 3-13, p 3-17 and explain that for each METL task, the commander first assesses the current training status for the unit in each of the seven Battlefield Operating Systems. FM 25-101, para 3, p 3-13 gives an explanation of the "T", "P" and "U" codes. If one of the BOS does not apply to a

task, the commander leaves the block empty. Briefly discuss each training assessment code and explain that platoons may use this same format to record platoon training assessments.

QUESTION: What is the short-range planning horizon for an Active Component battalion?

ANSWER: Three months.

Ref: FM 25-101, fig 3-17, p 3-19

The risk assessment process is a key element of the short-range planning process.

QUESTION: What is risk assessment?

ANSWER: Risk assessment is the thought process of making operations safer without compromising the mission.

Ref: FM 25-101, para 3, p 3-18

NOTE: This topic was covered in a previous lesson. Keep student discussion brief.

- During short-range planning, leaders identify any significant environmental constraints to training (example: endangered species habitats that may be off-limits). Leaders also identify any potential impacts on the environment (example: damage to forest areas or contamination of water sources). Then the unit and installation environmental coordinators meet to identify problem areas and develop mitigation plans.
- All soldiers and leaders share responsibility for safe training.

QUESTION: What actions must commanders and leaders take to manage training risks?

ANSWERS: See VGT-5.

SHOW VGT-5, RISK ASSESSMENT

RISK ASSESSMENT

- **Accept no unnecessary risks**
- **Make risk decisions at the proper level**
- **Accept risks if mission benefits outweigh the costs**
- **Identify risks using METT-T**
- **Assess possible loss costs and probability**

T654/Oc03/VGT-5

Ref: FM 25-101, p 3-18 and 3-19

REMOVE VGT-5

SHOW VGT-6, RISK ASSESSMENT (CONT)

RISK ASSESSMENT (CONT)

- **Make decisions and develop controls to reduce risks**
- **Implement controls by integrating them into plans, orders, SOPs, training performance standards and rehearsals**
- **Supervise/enforce safety controls and standards**

T654/Oct03/VGT-6

Ref: FM 25-101, pp 3-18 and 3-19

REMOVE VGT-6

NOTE: Ensure students emphasize that the risk assessment process is not a one-time function. During any operation, leaders reassess risks whenever conditions change.

NOTE: Risk analysis for training includes risks to the environment, personnel, and equipment. Good leaders conduct training with concern for conservation and future availability of training areas.

The commander's guidance, his written training strategy, conveys the higher commander's training objectives, priorities, and training event highlights. This guidance provides the details for training schedule development.

QUESTION: The quarterly training guidance (QTG) addresses what topics?

ANSWER: See VGT-7 and VGT-8.

SHOW VGT-7, QTB TOPICS

QTG TOPICS

- **Commander's Training Assessment**
- **Training Priorities**
- **Slice Training**
- **Time Management Impact**
- **Multiechelon Training**
- **Resource Allocation**

T654/Oct03/VGT-7

Ref: FM 25-101, pp 3-19 and 3-20 and App A, pp A-15 and A-16 and A-21 thru A-23

REMOVE VGT-7

SHOW VGT-8, QTG TOPICS (CONT)

QTG TOPICS (CONT)

- **New equipment (NET) impact**
- **Evaluations, inspections, feedback**
- **Integration of maintenance training**
- **Trainer preparation time**
- **OPFOR planning**

T654/Oct03/VGT-8

Ref: FM 25-101, pp 3-19 and 3-20 and App A, pp A-15 and A-16 and A-21 thru A-23

REMOVE VGT-8

NOTE: Ensure students emphasize that normally commanders at Separate Company level and above publish training guidance. Ensure students refer to Appendix A for example of QTG.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the Quarterly Training Briefing (QTB) Process.
CONDITIONS:	As a first sergeant in a classroom environment, given FM 25-101.
STANDARDS:	Identified the Quarterly Training Briefing (QTB) process IAW FM 25-101.

1. Learning Step / Activity 1. Identify the training briefing process

Method of Instruction: Conference / Discussion
Technique of delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 10 mins
Media: VGT-9 thru VGT-12

NOTE: Allow group 3 to brief their assignment.

The QTB provides the next higher commander with the subordinate commander's training assessment and training strategy. The higher commander then reconciles scheduling or resource conflicts and approves the plan.

QUESTION: As a minimum, what topics should the QTB cover?

ANSWER: See VGT-9 and VGT-10.

SHOW VGT-9, QTB TOPICS

QTB TOPICS

- METL Assessment
- Training Assessment
- Last quarter's training not conducted
- Training Strategies
- Next quarter's training
- Assessment of soldier/leader training

T654/0c03/VGT-9

Ref: FM 25-101, para 3, pp 3-26 and 27

REMOVE VGT-9

SHOW VGT-10, QTB TOPICS (CONT)

QTB TOPICS (CONT)

- Linkage of soldier, leader, and collective task training
- Resources
- Long-range training update
- Lessons learned

T654/0c03/VGT-10

Ref: FM 25-101, para 3, pp 3-26 and 27

NOTE: Ensure students briefly discuss each topic and the group discussion expands on the comparisons between Active and Reserve Component briefings.

REMOVE VGT-10

The CSM and first sergeant normally brief after their commanders. They provide an analysis of the unit's soldier training proficiency, proposed training and education plans.

QUESTION: What are the specific areas that CSMs and first sergeants normally brief?

ANSWER: See VGT-11 and VGT-12.

SHOW VGT-11, CSM/1SG AREAS

CSM/1SG AREAS

- **Assessment of soldier/leader training**
- **Soldier proficiency feedback received during last quarter**
- **METL-derived soldier tasks for next quarter**

T654/Oc03/VGT-11

Ref: FM 25-101, para 4, p 3-26 and App F, pp F-8 thru F-10

REMOVE VGT-11

SHOW VGT-12, CSM/1SG AREAS (CONT)

CSM/1SG AREAS (CONT)

- **Soldier/collective task linkage**
- **Unit education, APFT, and overweight program**

T654/Oc03/VGT-12

Ref: FM 25-101, para 4, p 3-26 and App F, pp F-8 thru F-10

NOTE: Ensure students explain the scope of each area. Have them suggest possible sources for the information necessary to brief the area.

REMOVE VGT-12

BREAK: TIME: 00:50 to 01:00

01:00 to 02:48 continue with LS/A 2, ELO C.

2. Learning Step / Activity 2. Conduct a Quarterly Training Briefing

Method of Instruction: Practical Exercise
Technique of delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:14
Time of Instruction: 2 hrs
Media: SH-3, and PE-1

NOTE: Refer students to PE-1 (SH-5), SH-2, and SH-3. Instruct the students that they will have 40 minutes to prepare to conduct a QTB. **The facilitator will play the role of the BDE CDR and CSM.** Working together each team, (BN CDR, and CSM), (CO CDR and first sergeant), will use the data from the training meeting to complete SH-2. Students with the roles of BN S1 thru S3 will provide input for each team. Teams will have 10 minutes to transpose all gathered information on SH-2 VGTs. Teams will conduct a 10-minute brief on their portion of the QTB (staff elements will not brief). This is also an opportunity to evaluate briefing techniques and discuss your observations with the group. Allow students a 10-minute break between the preparation and presentation of the briefing.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:14</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

The practical exercise serves as the check on learning for this lesson.

Review / Summarize Lesson

During the last three hours, we discussed Chapter 3 of FM 25-101, Planning. To conduct effective and meaningful training, you must first begin by thoughtfully and carefully executing the planning process.

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will receive a 40 question written examination that may include questions from this lesson. To receive a GO, you must answer at least 28 or more questions correctly.

Feedback Requirements

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After-Action Review (AAR) immediately following the examination for this particular lesson.

Terminal Learning Objective

VGT-1, Planning

PLANNING

- **Long-range planning**
- **Near-term planning (discussed in T655 only)**
- **Short-range planning**
- **Preparation for training**

T654/Oct03/VGT-1

LONG-RANGE PLANNING

- **Unit assessment**
- **Commander's guidance**
- **Time management**
- **Planning calendars**

T654/Oct03/VGT-2

THE MANAGEMENT SYSTEM

The Three Cycle System:

- **Green Period (Prime-Time Training)**
- **Amber Period (Mission)**
- **Red Period (Support)**

T654/Oct03/VGT-3

SHORT-RANGE PLANNING

- **Training Assessment**
- **Risk Assessment**
- **Commander's Guidance**
- **Multiechelon Training**
- **Planning Calendar**
- **Training Briefing**

T654/Oct03/VGT-4

RISK ASSESSMENT

- **Accept no unnecessary risks**
- **Make risk decisions at the proper level**
- **Accept risks if mission benefits outweigh the costs**
- **Identify risks using METT-T**
- **Assess possible loss costs and probability**

T654/Oct03/VGT-5

RISK ASSESSMENT (CONT)

- **Make decisions and develop controls to reduce risks**
- **Implement controls by integrating them into plans, orders, SOPs, training performance standards and rehearsals**
- **Supervise/enforce safety controls and standards**

T654/Oct03/VGT-6

QTG TOPICS

- **Commander's Training Assessment**
- **Training Priorities**
- **Slice Training**
- **Time Management Impact**
- **Multiechelon Training**
- **Resource Allocation**

T654/Oct03/VGT-7

QTG TOPICS (CONT)

- **New equipment (NET) impact**
- **Evaluations, inspections, feedback**
- **Integration of maintenance training**
- **Trainer preparation time**
- **OPFOR planning**

T654/Oct03/VGT-8

QTB TOPICS

- **METL Assessment**
- **Training Assessment**
- **Last quarter's training not conducted**
- **Training Strategies**
- **Next quarter's training**
- **Assessment of soldier/leader training**

T654/Oct03/VGT-9

QTB TOPICS (CONT)

- **Linkage of soldier, leader, and collective task training**
- **Resources**
- **Long-range training update**
- **Lessons learned**

T654/Oct03/VGT-10

CSM/1SG AREAS

- **Assessment of soldier/leader training**
- **Soldier proficiency feedback received during last quarter**
- **METL-derived soldier tasks for next quarter**

T654/Oct03/VGT-11

CSM/1SG AREAS (CONT)

- **Soldier/collective task linkage**
- **Unit education, APFT, and overweight program**

T654/Oct03/VGT-12

Appendix B Test(s) and Test Solution(s) (N/A)

PRACTICAL EXERCISE SHEET PE-1

Title	Conduct a Quarterly Training Briefing		
Lesson Number/Title	T654 version 1 / LONG AND SHORT RANGE PLANNING		
Introduction	This practical exercise will provide you the opportunity to develop and conduct a quarterly training briefing.		
Motivator	This practical exercise will provide insight on conducting a quarterly training briefing and the coordination it requires.		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Conduct a Quarterly Training Briefing</td></tr></table>	Action:	Conduct a Quarterly Training Briefing
Action:	Conduct a Quarterly Training Briefing		
Safety Requirements	None		
Risk Assessment Level	Low		
Environmental Considerations	None		
Evaluation	You will determine how well the PE went during the post-PE discussion with the instructor.		
Instructional Lead-In	Completing this PE will provide you the opportunity to develop and participate in a quarterly training briefing.		
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none">• None <p>Student Materials:</p> <ul style="list-style-type: none">• PE-1.• SH-2 and SH-3.• Pen or pencil and writing paper.		

Special Instructions

The focus of this exercise is on *PROCESS, not content*. The presentation must illustrate the proper conduct of a quarterly training briefing. Initiative by participants will enhance the effectiveness of the presentation.

Procedures**Requirement:**

1. Prepare for QTB (40 minutes, teams).
2. Conduct QTB (50 minutes, group).
3. Conduct discussion (10 minutes, facilitator-led).

Specific Instructions:

a. Each student will be assigned one of the following roles for the QTB by the facilitator. You must familiarize yourself with FM 25-101, Appendix A, pages A-10 thru A-30, and Appendix F for the types of information usually briefed. Use this data and the VGTs in Student Handout 2 to prepare for your assigned role.

1. BN CDR, ref: FM 25-101, pages A-21 thru A-30 and complete VGT-1 on page SH-2-2 and VGT-2 on page SH-2-3.
2. BN CSM, complete VGT-12 on page SH-2-13.
3. Commander, Co A, complete VGT-3 on page SH-2-4 and VGT-4 on page SH-2-5.
4. Commander, Co B, complete VGT-5 on page SH-2-6.
5. Commander, Co C, complete VGT-6 on page SH-2-7.
6. Commander, Co D, complete VGT-7 on page SH-2-8.
7. 1SG, Co A, complete VGT-8 on page SH-2-9.
8. 1SG, Co B, complete VGT-9 on page SH-2-10.
9. 1SG, Co C, complete VGT-10 on page SH-2-11.
10. 1SG, Co D, complete VGT-11 on page SH-2-12.
11. BN S1.
12. BN S3.
13. BN S4.

b. You must generate any data you need to present your portion of the QTB. You may use any applicable information from T653, METL Development and SH-3.

c. Work on your slides prior to the start of class.

Feedback Requirements

Discussion with the instructor will serve as feedback for this lesson.

SOLUTION FOR PRACTICAL EXERCISE PE-1

There is no school solution for this PE. Discussion will be instructor led.

HANDOUTS FOR LESSON 1: T654 version 1

**This Appendix
Contains**

This appendix contains the items listed in this table---

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-3
SH-2, QTB Slides	SH-2-1 thru SH-2-13
SH-3, Material extracted from AR 350-41, Appendix B	SH-3-1 thru SH-3-5
SH-4, Student Notes	SH-4-1 thru SH-4-5
SH-5, Practical Exercise 1	SH-5-1 thru SH-5-3

Student Handout 1

This student handout contains Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of three hours of small group instruction.

Overview Planning links the unit METL and the execution of battle-focused training. It is a centralized process that aligns training priorities with wartime requirements at all levels within the unit. Although there are other training requirements, battle focus allows the leader to narrow his scope of planning to wartime mission essential tasks. As a first sergeant, you assist the commander in conducting long-and short-range planning and participate in the Quarterly Training Briefing (QTB).

Terminal Learning Objective **NOTE:** Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Analyze the requirements for long and short-range planning.
Conditions:	As a first sergeant in a classroom environment, given FM 25-101.
Standards:	Analyzed the requirements for long and short-range planning IAW FM 25-101.

- ELO A** Identify the long-range planning process.
ELO B Identify the short-range planning process.
ELO C Identify the Quarterly Training Briefing process.
-

Assignment The student assignments for this lesson are

- Read FM 25-101, Chapter 3, and Appendixes A and F.
 - Read PE-1 and prepare slides for QTB role.
-

Additional Subject Area Resources FM 7-0, Training the Force.

- Bring to Class**
- FM 25-101.
 - SH-2 and SH-3.
 - PE-1 and homework slides for QTB role.
 - All reference material you have received.
 - Pen or pencil and writing paper.
-

Student Handout 2

This student handout contains QTB slides.

STUDENT HANDOUT 2

T654

JUN 00

Student Handout-2

Battalion Mission

**Deploy to Desert Environment and
Conduct Operations Using Current
Army Doctrine**

VGT-1

Student Handout-2

Battalion Commanders Guidance:

- Training Goals**
- Training Objectives**
- Training Priorities**

VGT-2

T654

JUN 00

Student Handout-2

Unit Mission

VGT-3

Student Handout-2

Commanders Assessment
METL

SUB UNITS

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

VGT-5

Student Handout-2

Unit Training Planned But Not Conducted:

Training Opportunities:

VGT-7

Student Handout-2

1SG

Soldier Training Assessment

Strengths:

Weaknesses:

VGT-8

Student Handout-2

Last/Current Quarter Soldier Training Assessment	
Training Events METL Tasks	Soldier Supporting Tasks Trained
Last Quarter	
Current Quarter	
Overall Assessment	

VGT-9

Student Handout-2

**Soldier Training Planned but
Not Conducted**

Training Opportunities

VGT-11

Student Handout 3

This student handout contains extract for AR 350-41, Appendix B.

Appendix B Required Training

B-1. Common military training

a. The CMT program identifies selected DA training requirements considered essential to individual or unit readiness. Unit training programs will incorporate these requirements.

b. MACOM commanders have a degree of latitude in adding to, or emphasizing, certain training requirements; however, care should be taken not to degrade METL-focused training.

c. Successful CMT programs are measured by performance to standard, not adherence to rosters or hours scheduled.

B-2. Modifications to CMT

New regulations or other directives which include training requirements must be approved by DCSOPS. Regulations will identify specific soldier performance tasks and field performance conditions and standards. Regulations will also specify who will receive the training. As a general practice, new and additional training requirements should be incorporated into soldier's manuals, drills, or MTPs rather than directing more, different, or alternative requirements for CMT. Submit requests for CMT requirements to HQDA, ATTN: DAMO-TRO, Pentagon, Wash DC 20310-0450. Include in requests the training objective for the CMT requirement, why the task should be established as a requirement, who must perform the task, implementing directions, and an assessment for required resources.

B-3. CMT codes and examples

a. Table B-1 lists CMT subjects for training in units. Table B-2 lists CMT subjects for training in Army schools. One or more training codes is applied to each subject. The codes are defined as program (P), mission (M), time sensitive (T), integrated (I), refresher (R), and awareness (A). Program and mission subjects have specific requirements for training and record keeping as prescribed in appropriate regulations. All other subjects require training only if the subjects relate to the unit's mission essential tasks. Unless otherwise directed by regulation, the training schedule is sufficient to indicate compliance. Records of attendance at training events are not required.

b. An explanation of each code and the amount of emphasis to be placed on specific subjects is listed in paragraphs a through l below. Where more than one code is used, commanders must determine the appropriate application. Codes and examples are as follows:

(1) *Program (P) training codes.* Program training applies to the majority of soldiers and is conducted in a structured manner as follows:

(a) A CMT subject coded "P" for training in schools is programmed. The training has the prescribed number of hours, specific learning objectives, and an evaluation of proficiency.

(b) A CMT coded "P" for training in units is conducted on a continuing or cyclical basis and includes an evaluation of proficiency.

(c) Weapons qualification, physical fitness training, operations security (OPSEC), and Subversion and Espionage Directed Against U.S. Army and Deliberate Security Violations (SAEDA) are the only CMT subjects given a code "P" under "training in units." Where units do not have weapons, training is discretionary based on the commander's ability to obtain weapons from other units.

(2) *Program training examples.*

(a) *Example 1.* The first aid lesson plan for initial entry training itemizes the material in optimum teaching sequence. The POI lists the critical tasks taught and the length of each specific lesson in the course. The soldier's ability to perform the lesson objectives is evaluated by test performance.

(b) *Example 2.* SAEDA and deliberate security violations are additional examples of program training. Commanders provide qualified counterintelligence personnel or unit security officers to present SAEDA briefings.

(3) *Mission (M) training code.* Mission training applies only to TOE and TDA units with special missions, weapons, equipment, or capabilities as required by regulation or an associated operation plan. Mission training depends on the unit's mission.

(4) *Mission training examples.*

(a) *Example 1.* Nuclear surety training is required for units and command and control elements at battalion, brigade, division, and corps levels that possess an organic nuclear weapons capability or are involved in targeting and employment of such weapons. This example also applies to units responsible for the physical security, maintenance, or transport of nuclear weapons.

(b) *Example 2.* Civil disturbance training applies to units with contingency missions requiring response to domestic or foreign civil disturbances.

(5) *Time sensitive (T) code.* Time sensitive training must be completed within or at a specific time interval.

(6) *Time sensitive examples.*

(a) *Example 1, counterterrorism training.* All personnel traveling overseas in a PCS, temporary duty, or leave status to an area where they may be vulnerable to terrorist acts will be briefed (orally and in writing) on the current threat.

(b) *Example 2, military justice.* Recent graduates from IET must be given course B upon the completion of 6 months of active service.

(c) *Example 3, alcohol and drug abuse.* Newly assigned personnel are provided an orientation on local policies and laws pertaining to alcohol and drug abuse.

(d) *Example 4, personal financial readiness.* Newly assigned personnel who are not on SURE-PAY must be given SURE-PAY conversion training.

(7) *Integrated (I) code.* Integrated training is expected to be conducted with other training, to include tasks listed in mission training plans, MQS manuals, and soldier's manuals. The effectiveness of this training is evaluated by how well soldiers perform. These subjects do not usually appear on the training schedule as separate entries and depend on the commander's evaluation of need.

(8) *Integrated training examples.*

(a) *Example 1.* Oposing force training is accomplished by scenario design that replicates the doctrine, tactics, and equipment of a designated aggressor during CPXs, FTXs, tests, drills, and external evaluations. Individual tactical training for all soldiers routinely includes instruction in the characteristics and techniques of potential enemy soldiers, vehicles, and weapons.

(b) *Example 2.* Prevention of motor vehicle accident training is inherent in vehicle and equipment operator training. Supervisors of vehicle and equipment operators should emphasize key safety features just prior to and during tactical exercises.

(9) *Refresher (R) training code.* Refresher training is used when periodic or recurring emphasis is required. This type of training depends on the local situation and the commander's assessment of need. In some instances, refresher training is needed to reinforce or review important skills or knowledge acquired during IET. In other cases, refresher training is designed to support unit cohesion, discipline and morale. The lack of any one of these three factors can adversely affect the command climate and unit readiness and, therefore, mission accomplishment. Refresher training frequency is left to the commander's discretion.

(10) *Refresher training examples.*

(a) *Example 1, personal finance readiness.* A commander identifies certain soldiers who are having difficulty with bad checks or have had check cashing privileges suspended and schedules check-book maintenance classes for those individuals.

(b) *Example 2, alcohol and drug abuse.* Accidents attributed to driving while intoxicated have increased. The unit conducts an education and training program to counter this trend.

(c) *Example 3, intelligence readiness training.* Selected personnel assigned to tactical intelligence units require intelligence readiness training to maintain or enhance their technical or language skills.

(11) *Awareness (A) training code.* Awareness training generally is not critical task-based and can be accomplished by briefings and orientations designed to increase knowledge and awareness in subject areas. How and when this training is conducted is discretionary and depends on the commander's evaluation of need. Maximum decentralization is encouraged.

(12) *Awareness training examples.*

(a) *Example 1, morale and ethics development.* A battalion commander is concerned about the mounting level of petty crime within the unit, mostly in the form of thefts from soldier's rooms. In addition to more stringent security measures, the commander decides to conduct a series of squad and section-level discussions in ethics, morality, peer relationships, and factors affecting unit morale.

(b) *Example 2, counterterrorism training.* Protection of Army personnel and dependents stationed abroad requires special emphasis. Commander provides training, information, and assistance based on mission and threat evaluation.

Table B-1
Common military training in units

Subject	AR	Proponent	Enlisted	Officer
Weapons Qualifications	350-41	DCSOPS	P	P
Physical Fitness	350-41	DCSOPS	P	P
SAEDA	381-12	ACSL	P	P
Nuclear Surety	50-5	DCSOPS	M	M
Chemical Surety	50-6	DCSOPS	M	M
REDTRAIN	350-3	ACSL	M	M
Civil Disturbance	350-7	DCSOPS	M	M
Water Safety	385-15	DCSPER	M	M
Electronics Security	380-19	ACSL	M, I	M, I
Counterterrorism	525-13	DCSPER	A, T	A, T
Leadership	600-100	DCSPER	I	I
Military Justice	27-10	TJAG	R, T	R
Alcohol and Drug Abuse	600-85	DCSPER	T, R	T, R
First Aid	40-3	TSG	I	I
Heat, Cold, and Hearing Injury Prevention	40-5	TSG	I	I
NBC Training	350-41	DCSOPS	I	I
Opposing Force	350-2	ACSL	I	I
Prevention of Motor Vehicular Accidents	385-55	DCSPER	I	I
Operations Security	530-1	DCSOPS	I, P	I, P
Benefits of an Honorable Discharge	350-21	MILPERCEN	R	R
Code of Conduct/SERE	350-41	DCSOPS	M, R, I	M, R, I
Law of War	350-41	TJAG/SA	R	R
Equal Opportunity/Sexual Harassment	600-20	DCSPER	R	R
Health Benefits Awareness	40-3	TSG	A	A
Command Info Program	360-81	OCPA	A	A
Support of Family Members	608-99	DCSPER	A	A
Army Safety Program	385-10, 385-55, 385-62, 385-63	DCSPER	A	A

Legend for Table B-1:

Training codes are as follows:

P—Program - Periodic requirements for all units.

M—Mission - Periodic requirements for certain units, depending on unit METL.

T—Time sensitive - Training required within a reasonable period before an event or exercise.

I—Integrated - To be integrated with other unit training. Not intended as stand-alone training events.

A—Awareness - Does not assume training in schools, but does require command emphasis.

R—Refresher - Assumes trained to standard in schools, but requires occasional review to sustain training level for all soldiers.

Table B-2
Common training in Army Schools

Subject	AR	BCT OSUT	AIT/ OSUT	PLDC	BNCOC	AN- COC	SMC	Func- tional	OBC/ WPCS	OAC/ SWOT	CAS3	CGSOC/ MWOC
PHYSICAL READINESS:												
Alcohol/Drug Abuse	600-63	P	R	A	A	A	P	A ¹	P	P	P	P
Battlefield Stress		-	-	I	I	I	I	-	-	-	-	-
Health Benefits Awareness	600-63	P	A	A	A	A	A	A	A	A	A	A
Physical Fitness Awareness	351-1	P	P	P	P	P	P	P	P	P	P	P
Suicide Prevention	600-63	A	A	I	I	I	I	R ¹	-	-	-	-
Tobacco Usage	600-63	A	A	A	A	A	A	-	-	-	-	-
WEAPONS TRAINING:												
	351-1	P	-	P	P	P	-	-	P	-	-	-
LEGAL:												
Benefits of Honorable Discharge	350-21	I	-	-	-	-	-	-	-	-	-	-
Code of Conduct/SERE	350-30	P	-	-	-	-	-	-	P	R	R	-
Equal Op/Sexual Harass	600-20	P	-	P	P	P	P	P ¹	A	A	A	A
Law of War	351-1	P	-	-	-	P	P	-	P	P	P	P
Information Security/SAEDA	381-12	P	-	-	-	-	-	-	P	P	P	R
Military Justice	27-10	P	-	-	-	P	P	-	A	A	A	A
Subject	AR	BCT OSUT	AIT/ OSUT	PLDC	BNCOC	AN- COC	SMC	Func- tional	OBC/ WPCS	OAC/ SWOT	CAS3	CGSOC/ MWOC
Standards of Conduct	600-50	P	-	-	-	R	R	-	P	-	-	R
SAFETY IN TRAINING:												
Ammo Acnt., Safety, Security		I	-	A	I	I	-	-	-	-	-	-
Directed Energy Warfare		I	I	I	I	I	-	(²)	-	-	-	-
Electromagnetic Env Effects		-	I	I	I	I	I	-	-	-	-	-
Heat/Cold/Hearing Injury Prev	40-5	P	I	I	I	I	I	I	I	I	I	I
Training Safety	385-10	I	I	P	P	P	P	-	I	-	-	-
Motor Vehicle Accidents Prev	385-55	-	I	I	I	I	I	I	A	-	-	-
Army Safety Program	385-10	-	A	A	A	A	A	A	I	I	I	I
LEADERSHIP:												
Quality of Life		-	-	P	A	A	A	A ¹	-	-	-	-
Reprisal Training		-	-	I	R	R	I	-	-	-	-	-
Principles	600-100	-	-	I	I	I	I	I	-	-	-	-
MILITARY HISTORY:												
		-	-	P	P	P	P	-	P	-	-	-
OPERATIONAL TECHNIQUES:												
First Aid		P	-	-	-	-	-	-	-	-	-	-
NBC Defense/MOPP 4 Posture	351-1	P	R	P	P	P	-	-	P	P	P	P
Opposing Forces	350-2	I	I	I	I	P	P	-	I	I	I	I
Operations Security	530-1	I	I	I	I	I	-	-	I	I	I	I
Electronics Security	380-19	-	I	P	I	I	-	-	-	-	-	-
Preventive Maintenance Checks and Services		-	I	P	I	I	-	-	-	-	-	-

Legend for Table B-2:
Training codes, P—Program; I—Integrated; R—Refresher; A—Awareness; WPCS—Warrant Officer Senior Course; MWOC—Master Warrant Officer Course
Applicable to the First Sergeants Course.
Integrate as applicable at proponents' option.

Student Handout 4

This student handout contains Student Notes.

SHORT-RANGE PLANNING

- Training Assessment
- Risk Assessment
- Commander's Guidance
- Multiechelon Training
- Planning Calendar
- Training Briefing

T654/MAY 01/VGT-4

RISK ASSESSMENT

- Accept no unnecessary risks
- Make risk decisions at the proper level
- Accept risks if mission benefits outweigh the costs
- Identify risks using METT-T
- Assess possible loss costs and probability

T654/MAY 01/VGT-5

RISK ASSESSMENT (CONT)

- Make decisions and develop controls to reduce risks
- Implement controls by integrating them into plans, orders, SOPs, training performance standards and rehearsals
- Supervise/enforce safety controls and standards

T654/MAY 01/VGT-6

Student Handout 5

This student handout contains Practical Exercise PE-1.

Title Conduct a Quarterly Training Briefing

Introduction This practical exercise will provide you the opportunity to develop and conduct a quarterly training briefing.

Motivator This practical exercise will provide insight on conducting a quarterly training briefing and the coordination it requires.

Safety Requirements None

Risk Assessment Level Low

Environmental Consideration None

Evaluation You will determine how well the PE went during the post-PE discussion with the instructor.

Instructional Lead-in Completing this PE will provide you an opportunity to develop and participate in a quarterly training briefing.

Resource Requirements None

Special Instructions None

**General
Instructions**

The focus of this exercise is on *PROCESS, not content*. The presentation must illustrate the proper conduct of a quarterly training briefing. Initiative by participants will enhance the effectiveness of the presentation.

Requirement

1. Prepare for QTB (40 minutes, teams).
2. Conduct QTB (50 minutes, group).
3. Conduct discussion (10 minutes, facilitator-led).

**Specific
Instructions**

- a. Each student will be assigned one of the following roles for the QTB by the facilitator. You must familiarize yourself with FM 25-101, Appendix A, pages A-10 thru A-30, and Appendix F for the types of information usually briefed. Use this data and the VGTs in Student Handout 2 to prepare for your assigned role.
 1. BN CDR (REF: FM 25-101, Pages A-21 thru A-30 and complete VGT-1 on page SH-2-2 and VGT-2 on page SH-2-3)
 2. BN CSM (Complete VGT-12 on page SH-2-13)
 3. Commander Co A (Complete VGT-3 on page SH-2-4 and VGT-4 on page SH-2-5)
 4. Commander Co B (Complete VGT-5 on page SH-2-6)
 5. Commander Co C (Complete VGT-6 on page SH-2-7)
 6. Commander Co D (Complete VGT-7 on page SH-2-8)
 7. 1SG Co A (Complete VGT-8 on page SH-2-9)
 8. 1SG Co B (Complete VGT-9 on page SH-2-10)
 9. 1SG Co C (Complete VGT-10 on page SH-2-11)
 10. 1SG Co D (Complete VGT-11 on page SH-2-12)
 11. BN S1
 12. BN S3
 13. BN S4
- b. You must generate any data you need to present your portion of the QTB. You may use any applicable information from T653, METL Development, T655, Company Training Meeting and SH-3.
- c. Work on your role slides prior to the start of class.